

Interactions

Family Social Science Newsletter



Letter from the Department Head

Greetings!

As we enjoy this lovely fall season, Family Social Science welcomes another academic year. Although it is a daunting task to keep you abreast of the many departmental and individual “happenings” that are a daily part of our teaching/learning, research/discovery, and outreach/engagement, you will notice in this issue of Interactions that many exciting things are underway.

We proudly introduce you to our new graduate student cohort – 11 students who have entered our program from across the United States and from international locations. In addition to new students, Dr. Virginia Zuiker has begun a three-year term as our Director of Graduate Studies (DGS). In this role, Virginia will be working with other College of Education and Human Development DGS's to successfully transfer many graduate school responsibilities to individual colleges across campus.

Faculty and students continue to provide their skills and talents in a global way. We feature one of our FSoS undergraduate majors, Erika Farrell, who completed her study abroad experience – an experience providing her with the opportunity to be involved in a community assistance program in Brazil. Dr. Liz Wieling brought together international colleagues during the summer to provide Narrative Exposure Therapy training – a therapy technique focusing on assistance to patients suffering from post-traumatic stress disorder (PTSD). In addition, Dr. Wieling continues her work with colleagues from the Universities of Bielefeld and Konstanz, Germany this fall as she conducts research in Uganda with children and families affected by war as well as providing clinical treatment for former child soldiers.

On another front, Family Social Science continues to integrate technology in our classrooms, in our research activities, and in our community engagement. In this issue we feature information about the use of “clickers” in the classroom and introduce our newly installed digital signage. I have been pleased to see visitors, students, faculty, and staff taking note of departmental news and activities now clearly displayed as you enter our building. Dr. Jodi Dworkin, in collaboration with colleagues from Curriculum and Instruction, continue research focused on parents’ use of different online technologies. In addition to the University of Minnesota team members, collaborators also included partners from the University of Illinois – Urbana-Champaign and the University of Nevada – Reno.

We honor Dr. Kathy Rettig as she assumes the role of emeritus faculty. We will be celebrating her long career as a scholar on December 3, 2010 from 2 – 4 PM in 274 McNeal. We sincerely hope that you will join us to recognize Dr. Rettig's 26-year career in Family Social Science and to celebrate her many accomplishments. Invitations and additional information will be forwarded in the near future.


B. Jan McCulloch
Department Head, FSOS

**Understanding
disability and service
in Rio Verde, Brazil**

...more on page 2

**Undergrads “click”
with new technology
in the classroom**

...more on page 3

**Exploring parent
internet use and
growth**

...more on page 6

Internship in Brazil sparks undergrad's passion for service

A semester-long trip abroad without the structure or safety net of a University-led study abroad group may be intimidating to some, but for undergraduate Erika Farrell, it was perfect and led to the service experience of a lifetime.

Farrell wanted to augment her online coursework with an internship during her time in Brazil. Since she was traveling on her own, she had to find an organization that would let her intern with them instead of relying on one organized on her behalf by a University program. "It was really frustrating," she said, as many places were reluctant to work with her without miles of bureaucratic paperwork. Finally, she found a working home at the Association for the Physically Handicapped of Rio Verde (ADEFIRV).

Rio Verde is 250 miles southwest of the capital city of Brasilia, and a large agricul-

physically and/or mentally handicapped. ADEFIRV's goal is to have all of the services for disabled citizens of Rio Verde accessible in one building.

Farrell, who is fluent in Spanish and conversant in Portuguese, worked on administrative tasks in the ADEFIRV office, helping people apply for "passé-livres," bus passes that allowed handicapped individuals to use public transportation at no cost. She often accompanied ADEFIRV staff members on house calls to assess the need of those living in poverty. These house calls were the most rewarding and the most challenging part of her internship.

"I really loved the one-on-one interaction with people, but the level of poverty people lived in was hard to see," Farrell said. "In the States, these people would have government help without question, but I saw many people denied assistance

because of minimal support they already received from family members."

Working with the disabled population was new for Farrell, and opened her eyes to the difficulties that people with disabilities, both physical and mental, face on a daily basis. She also

found a greater understanding in different cultural values by working closely with the local population. "I learned first hand that the best way to get over discomfort with or prejudices against any group is to work with them. Promoting interaction with all groups of people gives us a better chance to work more seamlessly with and understand each other."



Farrell making a house call to Rio Verde residents. "This family is not considered impoverished enough to receive government assistance for a mentally handicapped son, although by US standards, they most likely would be."

tural producer. In the last 6-7 years, Rio Verde's population has boomed: it was voted as a top place to live, featured on a television program, and found itself with an influx of new residents looking for jobs and services.

ADEFIRV has been in existence for about 10 years and specializes in transportation, mobility, and financial services for the



FSOS undergraduate Erika Farrell poses with an ADEFIRV staff member

In the future, she plans on working internationally, likely in Central or South America, in a broad scope of social services. "Arriving in a new country where the language, customs and culture are unfamiliar can be very difficult; I would like to work with immigrant populations, helping to connect them with available services."

Though she travelled and organized her internship at ADEFIRV on her own, Farrell said students going abroad should be familiar with their own comfort level. "It really depends on the person," she said, and advised students to look into a number of options before choosing how to spend their time. The global experience, however, is something she believes students should have, "absolutely, without a doubt."

Go Abroad: Study, Work, Intern, or Travel

The University of Minnesota's Learning Abroad Center has a vast array of programs around the globe. Find the program that's right for you online at www.umabroad.umn.edu



Classroom response “clicks” for undergraduates and instructors

This fall, the department implemented widespread use of Turning Technology’s student response system, better known as “clickers.” The clicker is a small hand-held device, similar in appearance to a simple function calculator. When posed a multiple-choice question, students click the corresponding number and their answers are transferred to the instructor’s computer. Instructors are able to quickly poll students in their classes for information and display the results instantly.

All family social science undergraduate majors have been issued their own clickers, each registered to a student account. “We wanted to utilize the student technology fee to provide something of direct influence to our undergraduate students,” said Cathy Shulz, research associate. FSOS majors are expected to bring their clickers to each class as the technology

continues to be implemented in courses. Non-majors taking FSOS courses also use clickers by checking out one from lending sets that instructors bring to class with them.

Beth Magistad, instructor for FSOS 2101 Family Policy, uses the clickers anonymously to be able to understand the spread of comprehension and opinion in her course. After reviewing seven definitions of family policy from different sources and discussing the pros and cons of each, students were polled on which definition they believed to be the best. While the class discussion would lead an observer to believe that there was a widespread consensus for the final definition discussed, the poll results showed that a fair number of students had different ideas. The anonymous nature of the poll allowed quieter students to still express their opinion without a show of hands or being put on the spot, but it also encouraged more outgoing students to discuss the results.

It’s faster and easier for instructors to analyze content and concept knowledge via the clicker. If an instructor is ready to move on to a significant step in the course material, he or she could easily gauge – through a clicker poll – if students had a solid understanding of the background material up to that point. If the understanding isn’t there, he or she may take another lecture to review material or

assign supplemental reading to make sure students are up to speed instead of relying on the students to say (or not say) if they are having difficulties before moving ahead.

Other faculty are using the clicker data to monitor individual student participation as well as understanding. Since clickers for majors are registered to their internet IDs, faculty and teaching assistants can see through a usage log which students are participating in class. Lynn Van Korff, instructor for FSOS 2105 Methods in Family Research, uses “clicker points” as part of students’ total grade. 75 points of the final grade will come from clicker participation - if students forget their clicker, they cannot participate and lose out on the points. There will be opportunities for well over 75 points (though only 75 can count for the final grade) so students who may forget once or twice still have the opportunity to get a high participation grade.

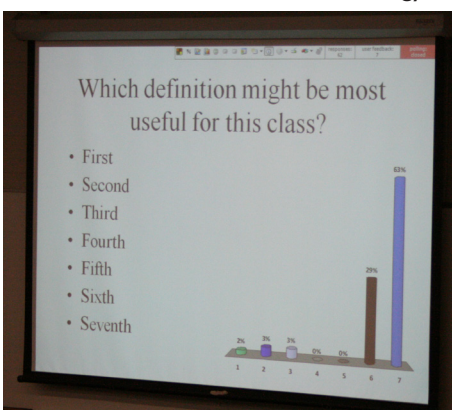
It’s one thing to simply take part in a

Clicker Colloquium

A colloquium on clicker usage will be held on December 1st from 12:00 - 1:00pm in 278 McNeal Hall. All are welcome to attend and contribute to the discussion.

clicker quiz, but it’s another to understand the question; Van Korff also tracks both correct and incorrect answers. “Not only is this instant feedback for both students and faculty,” she said, “but students can also assess their own knowledge.” When tracking shows that a specific student is answering questions incorrectly over a period of time, an instructor can approach him or her to see if extra assistance or understanding is needed.

Clickers foster an interactive environment in classrooms beyond a quick show of hands or discussion from only the more talkative students. The real-time feedback benefits both students and instructors in how course knowledge and understanding is progressing. Creative ideas to explore the full range of this new technology are welcomed and encouraged.



Clicker use results shown instantly in class represent student opinion on policy definitions.

Becher explores therapy techniques to build practice

Over the summer, presentations through FSOS brought learning opportunities for students and staff about two types of therapy: Emotionally Focused Couples Therapy (EFCT) and Narrative Exposure Therapy (NET). Graduate student Emily Becher took part in the training sessions for both types and found similarities, differences, and ways to broaden her future therapy practice.

The NET training was run by Dr. Frank Neuner, Dr. Claudia Catani, and Verena Ertl of the University of Bielefeld, Germany, and Dr. Liz Wieling of FSOS. NET focuses on helping patients who suffer from post-traumatic stress disorder (PTSD). Instead of focusing on highly traumatic events, patients are asked to lay out a timeline of their lives, a “lifeline,” marking good events with flowers and bad events with stones. Flowers and stones of different sizes are given to the patient to craft this timeline, with stronger memories being connected with larger flowers or stones.

“I believe in seeing people in the context of their whole lives,” said Becher. NET generates a document of what the patient has undergone in their life, not only being valuable to the patient and the clinician, but also as a human rights document and usable by Amnesty International.

Many participants have wanted to keep their testimonial document at the end of treatment; “Though it is hard to keep a paper document in a hut in a refugee camp, these people want to give it to their children as a way to pass along the story of what they went through,” said Dr. Catani.

The NET training gave examples of use for refugees from countries experiencing war, but with the rise of PTSD in the United States as veterans return from the wars in Iraq and Afghanistan, the use at home was explored as well. Clinicians from the Veteran’s Affairs Medical Center also attended. Becher has ideas about how to incorporate NET with EFCT, the other training she attended in the summer.

A 28-hour “externship” training on EFCT was hosted from June 21-24 on the St. Paul campus of the University of Minnesota, co-sponsored by FSOS and the Minnesota Renewal Center. The sessions focused on a review of the theory and practice of EFCT, application, demonstration, and practical exercises. The externship was open to individuals who either have completed or were enrolled in a counseling degree program.

PTSD affects not only the patient, but also impacts the patient’s relationships.



Graduate student Emily Becher

Although NET is an individual intervention technique, Becher spoke about ways to incorporate the “lifeline” strategy into couples or family settings.

Though Becher recommended these practices for clinicians with previous PTSD experience, she can see the value in learning about them for anyone. “I think both of these can be applicable in many other clinical settings,” she said. “Examining any life more closely is helpful in moving forward.”



NET Training 2010: Verena Ertl, University of Bielefeld, Dr. Liz Wieling, FSOS, Dr. Claudia Catani, University of Bielefeld, Dr. Frank Neuner, University of Bielefeld

Wieling to research war-affected families in Uganda

Associate Professor Liz Wieling will be in Uganda during the Fall 2010 semester, working with colleagues from the Universities of Bielefeld and Konstanz in Germany. She is conducting research working with children and families affected by the war, as well as clinical treatment of former child soldiers.

For more information on this project, please visit <http://www.vivo.org>

Fellowships and publications mark summer of achievement for Matzek

Over the summer of 2010, FSOS doctoral student Amanda Matzek was honored with two prestigious awards, enabling her to focus on the completion of her dissertation.

The Shelley Joseph-Kordell Scholarship recognizes and assists a student who plans on making a career in the study of aging. The University of Minnesota Doctoral Dissertation Fellowship awards a stipend of \$22,500 for tuition for thesis credits and health insurance coverage so that Ph.D candidates of particular promise can devote full-time effort to the research and writing of their dissertation during the academic year.

Matzek co-authored two articles which were published over the summer of 2010: "Spousal context during the venture creation process" (with Sharon Danes and J.D.Werbel, published in *Advances in Entrepreneurship, Firm Emergence, and Growth*: Vol. 12), and "Are consumers

vulnerable to low long term care knowledge?" (with Marlene Stum, published in *Family and Consumer Sciences Research Journal*, 38).

Matzek's dissertation examines the interdependent relationship between adult child caregivers' family and non-family roles and their psychological and physical health. Through research targeting specific questions (e.g., How adult caregivers' family and non-family roles change, what roles are most common, and how these roles affect their health), Matzek's research moves the field in "a new and more complex direction that more accurately reflects the differing pathways of caregivers' social roles and their impact on caregiver psychological and physical health."

"My long-term professional goal is to conduct research that will improve caregiving and decision making among families in the later years of the life course," said Matzek. "I also aspire to transfer my passion and



Graduate student Amanda Matzek

excitement for family gerontology to the undergraduate and graduate classroom learning experience." After she completes her Ph.D., Matzek's plans include a post-doctoral position and/or pursuing a family gerontology-focused faculty position in higher education.



Bibiana Koh appointed new undergraduate advisor

Bibiana Koh, MSW, LICSW, is the new Undergraduate Advisor for Family Social Science. She received an MSW from Smith College and also holds an MAT from the



New undergraduate advisor, Bibiana Koh

School for International Training as well as an MA from Columbia University. She is currently a fourth year doctoral candidate in Family Social Science. Her research focuses on how personality traits and family interactions contribute to child adjustment in adoptive and complex families (where parents and children are not genetically related).

In her new role as Family Social Science Undergraduate Advisor, Koh advises students on FSOS course selection, study abroad course selection, research internships, field study, the graduate application process, and educational and professional career planning. In a team-based College of Human Development and Education (CEHD) advising approach, Koh works with other CEHD advisors including Dr. William Goodman, Amy Hackett, Mark Bellcourt, and Greg Sawyer.

Koh looks forward to this rich and rewarding experience advising under-

graduate students in the department. She is impressed with the commitment our faculty has to working with both undergraduates and graduate students – both in classroom and research opportunities. She finds that working with our undergraduates provides a more comprehensive understanding of our students and faculty, as well as a broader context and perspective of how the department fits in with CEHD's overall mission.

Prior to coming to the University of Minnesota, Koh practiced in regular and special education schools, community and hospital-based outpatient clinics, and residential settings. Her clinical work has focused on children, youth, and families. She has also lived and taught overseas in China, Korea, Morocco, and Laos.



New digital display in FSOS brings you the news

The large window outside of 290 McNeal has been a go-to place for all FSOS news updates. Thesis defenses, awards, publications, and general congratulations have been posted for the community to read. FSOS has taken a new direction with the installation of digital signage this fall. The signage has upcoming events, a live feed of recent FSOS news stories, and a rotating bulletin with information and congratulations. Stop by 290 McNeal and check out the display!

If you have information for the display, please contact Amanda Brown at asbrown@umn.edu

Exploring parent technology use and growth: Parenting 2.0

Online resources and tools for parents are becoming more common every day, but how are parents using the Internet? The Parenting 2.0 research project, a joint effort between the departments of Family Social Science (FSOS) and Curriculum and Instruction, (CI) aims to better understand parents' use of different online technologies.

Parent participants were recruited through nationally-reaching e-mail lists from coordinating faculty members, graduate students, and their colleagues. Over two months, 1,588 parents participated in an online survey. The survey gathered basic demographic information, what kind of equipment is in use, online activities, barriers to Internet use, and comfort level with computers and the Internet.

The findings showed a surprisingly high level of comfort with technology and many of the parents surveyed were very engaged in their usage. Over half of the respondents used e-mail, sent text messages, and used the internet to look for general information on a weekly basis. Parents often used social networking sites, such as Facebook, MySpace, or LinkedIn, to keep in touch with friends and family members not living with them and to build their support networks.

"Many parents use the Internet to look up information about their experiences as parents, to normalize what it is they

may be going through with their children," said Jodi Dworkin, associate professor in Family Social Science, and Parenting 2.0 project co-director. "If we look at how parents are staying connected using technology, we can better develop tools for them to use."

Data collection for the project is ongoing, and the group hopes to gain more diversity in parent respondents. Most of those surveyed were female, white, well-educated (college graduate or higher),

and had high household income levels. Dworkin would also like to reach people of different ethnicity and socio-economic statuses - particularly fathers, parents in the military, and parents who do not live with their children. Qualitative studies, including interviews and focus groups, are also planned for the future.

For more information, or to take part in the survey, please visit Parenting 2.0 online at www.cehd.umn.edu/fsos/Parent20/



The Parenting 2.0 Team. Back Row: Jessica Rich (C&I), Aaron Ebata (University of Illinois - Urbana-Champaign), Bob Hughes (University of Illinois - Urbana-Champaign), Jessie Connell (FSOS). **Front Row:** Susan Walker (CI), Jodi Dworkin (FSOS), Sally Martin (University of Nevada - Reno)

Congratulations to Summer 2010 Graduate Dissertation Defenses



Clinton Gudmunson

Date of defense: July 27, 2010

Dissertation title: "A Life Course Investigation of Financial Self-Reliance and Economic Pressure in Early Adulthood."

Justine Nelson

Date of defense: August 16, 2010

Dissertation title: "Disparities in Health Insurance Coverage among Families and Individuals Living Away from Family"

Welcome 2010 Graduate Cohort Students



Back Row: Kirsten Lind Seal, Katharine Wickel, Carrie Hanson, Matt Witham, Matthew Miller, Jennifer Doty
Front Row: Yaliu He, Melanie Jackson, Angela Woosley, Jade Pirlott, Bléndine Hawkins



INTERACTIONS is published three times a year by the Department of Family Social Science, University of Minnesota. It is distributed to alumni, students, faculty, staff, and friends of the department. We welcome your comments, ideas, suggestions, opinions, and news items, which you can send to asbrown@umn.edu.

B. Jan McCulloch, Department Head
Amanda Brown, Editor and Designer

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Student News

Gregg Schacher passed the the Minnesota Board of Marriage and Family Therapy licensing exam on August 20, 2010, and is now licensed to practice MFT in Minnesota.



Keion Austin will be doing a year of full-time AmeriCorps service with Big Brothers Big Sisters (BBBS), helping to expand and strengthen the enrichment program so more BBBS youth are successfully prepared for college.



Johnben Loy received a \$5000 Pacific Asian Research Grant from Family Buisness Network Pacific Asia – International Family Enterprise Research Academy (FBNPA – IFERA) for doctoral dissertations focusing on family businesses in Asia.



Libby Plowman received the 2010 CEHD Bruininks-Hagstrum Fellowship advanced graduate students emphasizing studies in educational policy and reform of educational and human service programs that emphasize the positive development and success of children and youth with special learning needs, including those from economically disadvantaged circumstances.



Chris Gonzalez, Ph.D. 2010, has accepted a position as Assistant Professor of Psychology at Lipscomb University College of Arts and Sciences, Department of Psychology, in Nashville, TN.

Faculty and Alumni News

Steve Pearthree has been awarded the Presidents Emerging Leaders (PEL) Partnership Award for Alumni. PEL develops the leadership skills of very competent, high potential University staff. Steve is a PEL Alumni (2004 - 2005) and continues to be very involved with the program.



Virginia Zuiker has accepted the position of Director of Graduate Studies, and will be serving a three-year term in the role.

Cathy Solheim's article with P.Yang, "Understanding generational differences in financial literacy in Hmong immigrant families," was published in the Family and Consumer Science Research Journal in June 2010.



Paul Rosenblatt and Xiaohui Li have published an article, "Hazards to family relationships from cell phone usage while driving," in the Family Science Review, volume 15, issue 2.

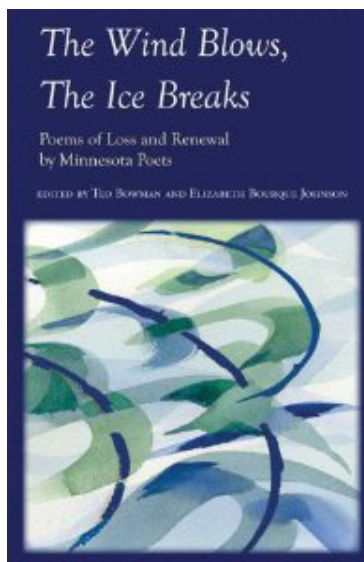
FSOS celebrates career of Dr. Kathryn Rettig

With 26 years of service to the department of Family Social Science, Dr. Kathryn (Kathy) Rettig will be celebrating her retirement at the end of 2010. We hope you will be able to join us to honor and recognize her work and accomplishments as a scholar on Friday, December 3rd, 2010. Additional information will be available soon.

Dr. Rettig is collecting photographs and stories as keepsakes from her time with Family Social Science. If you have stories or photos that you would like to share, please send them to Amanda Brown (asbrown@umn.edu). All materials will be passed along to Dr. Rettig.



Bowman edits Minnesotan-penned collection of poems on grief, loss



The Wind Blows, the Ice Breaks: Poems of Loss and Renewal by Minnesota Poets

*Edited by Ted Bowman and
Elizabeth Bourque Johnson*

ISBN: 1-9356-66002

Ted Bowman, Adjunct Teaching Specialist in Family Social Science, has co-edited *The Wind Blows, The Ice Breaks*, a poetry anthology centering on the themes of grief, loss, and renewal. Bowman and his co-editor, Elizabeth Johnson, worked for four years gathering the 140 poems featured in the volume. All of the poems were written by Minnesota poets.

Bowman served on the board for the National Association for Poetry Therapy, a national creative arts organization that compliments the work of marriage

and family therapists. This volume of poetry grew out of that experience and Bowman's awareness of the importance of finding words for losses.

"Stories change in response to disruptive events in people's lives," Bowman said. "Many struggle to find words to describe some of these intrusions into their assumed worlds."

Bowman hopes that poems addressing loss and renewal could be of use to not only grieving people, but to those assisting them in their grief, such as educators and therapists. Johnson's background in nursing and her Ph.D. in English were also an asset in collecting the poems.

Geri Chavis, professor of English at St. Catherine University, has reviewed the book in the newsletter for the Minnesota Coalition for Death Education and Support. The book was available online at Amazon.com and in local bookstores.

A launch event for the book will be held on October 21, 2010, at the Loft Literary Center. The event will feature 20-30 of the poets whose work appears in the book as well as the editors. More information on the event is available on the Loft's website: <http://www.loft.org>.



Do you have news? Let us know!

We at Family Social Science would love to know about your latest accomplishments and goings-on to be included in future issues of *Interactions*. Send your news to Amanda Brown at asbrown@umn.edu

Make a difference

Your gift is an investment in our collaborative learning community and your support will help us keep our community vital. With your donation we can continue to educate and support families, train students of all disciplines, and reach out to connect with and train professionals in your community.

Together, we can make a difference.

You may make a gift to the Department of Family Social Science through the University of Minnesota Foundation. You may choose to designate your gift to any of the funds below:

Friends of the Family Assistantship (3911)
Shirley Zimmerman Fund (5487)
David Olson Doctoral Dissertation Fellowship (5816)
FSoS Strategic Initiative (2748)
Jan Hogan Fellowship (5734)
Family Caregiving Program (5995)
Neubeck/Maddock Scholarship Fund (2191)
Wayne Caron Memorial Fund (1938)
Ott International Student Fellowship (1883)
David H. and Karen Olson Marriage and Family Fellowship (1920)
Family Stress and Resilience Endowment (7645)

You may also choose to memorialize a loved one by donating in their name. Visit www.foundation.umn.edu or call 612-626-8560 or 1-800-775-2187 for more information.

Thank you,


Family Social Science

Our Mission

To enhance the well-being of diverse families in a changing world through teaching, research, and outreach.